



College Program Questionnaire High Functioning Autism Spectrum Disorder

It is recommended that the following questionnaire be completed as a student looks toward choosing a college program, which will lead to a profession. Due to the particular characteristics that students with high functioning autism spectrum disorders often share, a high number of checks on this questionnaire would suggest that the profession be more carefully compared to the particular student's abilities.

- **Will** the profession require frequent interaction with others?
- **Does** the profession have a high demand for specific social skills?
- **Does** the profession require working in close proximity to others?
- **Does** the profession require employee to make spontaneous judgments or to problem solve?
- **Does** the profession require high organizational skills?
- **Does** the profession require the ability to resolve conflicts?
- **Does** the profession require a great deal of multi-tasking?
- **Does** the profession require more understanding of global concepts than of details?
- **Does** the profession require high short-term memory skills?
- **Does** the profession require frequent changes in tasks and routine?

Transition Assessment Information
Autism Spectrum Disorder
High Functioning

The following checklist relates to specific characteristics of a student with a high functioning autism spectrum disorder. The checklist might be completed during the student initial transition assessment then can be used as a guide for skill development throughout the transition process.

- _____ Can carry on a conversation with appropriate turn taking
- _____ Uses communication appropriate to the social situation
- _____ Is aware that statements can be taken more than one way
- _____ Is able to understand and accept position of others
- _____ Recognizes humor and sarcasm
- _____ Is able to ask questions without being excessive or repetitive
- _____ Recognizes non-verbal communication cues, such as body posture, gestures, and facial expressions.
- _____ Responds appropriately to criticism/correction
- _____ Is able to problem solve independently
- _____ Is able to recognize consequences of actions
- _____ Is able to ask for help when required
- _____ Is self-motivated in work
- _____ Has a system to help organize (e.g. notes, assignment book, etc.)
If so, what form is effective? _____

- _____ Uses some form of scheduling system.
If so, what form is effective? _____



_____ Can follow a series of directions.

_____ If so, to what level? _____

_____ Can complete a project without requiring a model

_____ Is able to prioritize multiple tasks

_____ Have a variety of leisure time activities

_____ Is able to adjust to varied sensory input. If not, what is most distracting?

_____ Is able to recognize when becoming overly tense or frustrated. Describe any self-relaxation techniques used: _____

_____ Describe writing skills, including ability to write on a topic, handwriting ability, and any alternatives to handwriting currently used:

_____ Has habits/rituals that would be disruptive on a job. If so, describe:

Employment Assessment Information Autism Spectrum Disorder

This form can be completed during the initial transition assessment for a student with an autism spectrum disorder. The information might be revisited throughout the transition process.

—— Uses communication system. If so, describe system:

—— Recognizes non-verbal communication cues, such as body posture, gestures, facial expressions

—— Responds appropriately to criticism/correction

—— Is able to ask for help when required



—— Has no habits/rituals that would be disruptive on a job (e.g. noise making, repetitive motions, verbal outbursts, carrying objects, etc.) If there are such habits/rituals, describe:

—— Have reasonable appropriate social skills (e.g. recognizes personal boundaries, does not ask questions repetitively, does not touch others inappropriately.)

—— Uses some form of scheduling system. If so, what form is effective?

—— Is able to adjust to varied sensory input. If not, what is most distracting?

____ Uses some type of sensory diet for relaxation and calming. If so, describe:

____ Have appropriate personal hygiene skills. If not, what skills are not developed?

____ Is able to respond appropriately to changes in routine. If not, what cues help in response?

____ Describe any aggressive or self-injurious behaviors and any situations, which seem to elicit these behaviors:

Potential Employer Questionnaire Autism Spectrum Disorder

The following questionnaire might be completed by transition personnel prior to employment of a student with an autism spectrum disorder. Having the information will enable the transition team to determine if appropriate accommodations can be made in a particular workplace to help a student with ASD be successfully employed.

- Does the job require employee to frequently interact with others?
- Does the job require working in close proximity to others?
- Does the job require employee to make judgments or to problem solve?
- Does the job require employees to follow a sequence of activities? If so, does the employer have any type of aid to help the employee through the sequence?
- Does the job site contain multiple sensory distractions?
- Will the employer allow breaks as needed, including self-calming breaks?
- Will the employer break down tasks as necessary for the employee?
- Will the employer accommodate an augmentative communication system if necessary?
- Will the employer use a scheduling system for the employee if necessary?
- Will the employer accommodate use of positive reinforcement plans?
- Will the job be affected by such behaviors as carrying objects or wearing the same clothes daily?
- Will there be frequent changes in the employee's job?

